montana schools

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OCR grants reprieve

Schools have a year's reprieve on completion of Office of Civil Rights paperwork scheduled for fall, 1977.

David Tatel, Director of the Office of Civil Rights (OCR) announced that HEW has decided to postpone the Elementary and Secondary School Civil Rights Survey to fall of 1978 and to conduct the survey biennially thereafter.

The memorandum also said OCR will attempt to reduce and simplify reporting requirements "consistent with our obligation to enforce the civil rights statutes."

Sampling requirements for OCR may include new areas of interest. In the past, sampling has been aimed primarily at information about racial discrimination. Future reports may include questions directed at enforcing Title IX which concerns discrimination based on sex and Section 504 of the Rehabilitation Act which prohibits discrimination against the handicapped.

Tatel said, "Although there will be no school enrollment survey during this school year, school systems remain under the obligation to compile and retain the same information requested in the 1976-77 survey."

Also, school districts applying for financial assistance under the Emergency School Aid Act (ESAA) for 1978-79 will be required to submit the OCR survey.

Districts can apply for Community Ed $

An announcement of availability of funds under the Community Education Program (P.L. 93-380) was made by the Office of Education in October. Congress appropriated $1.5 million for grants to school districts to ease their costs of planning and running community education programs.

District personnel can request application forms immediately by writing U.S. Office of Education, Community Education Program, Regional Office Building Three, Room 5622, 7th and D Streets S.W., Washington, D.C. 20202.

Deadline for applications will be early in January.

School finance system under study

How well does the Montana school finance system work? More than 30 very knowledgeable and frankly powerful people in state politics and education are asking that question in a federally funded study of school finance in Montana.

Those people are members of the steering committee for the study and included are some of the severest critics of educational spending—our legislators—as well as the people who do the spending—our educators. Just about every association, organization and political entity interested in education is represented on the committee.

The study is being conducted by a non-profit research organization, the Northwest Regional Educational Laboratory, under the supervision of Robert Stockton, for 12 years the state office expert on Montana school finance.

What will the committee and the study do? As Bob Rath, Assistant Director of the Northwest Lab told the committee members when they first met Sept. 19 in Helena, "Your job is to ask questions," he said, "What would happen if the foundation program were changed? What would happen if the schedules for establishing budgets were changed? What would haqpen if you changed accreditation standards? Is the system equitable?"

The questions the committee asks will provide variables for the study team to program in a computer-based model of school finance for Montana. According to Stockton, one of the best features of the study, is that when it is over, the computer model will belong to the state, and future variables can be studied quickly and thoroughly.

Stockton said the study offers a chance to stand back to take an objective look at the school finance delivery system. He emphasized that the present system isn't all that bad. The study may very well turn up the conclusion that little change is needed, he said.

So perhaps one of the most important aspects of the school finance study will be that a lot of people with disparate and sometimes conflicting opinions will have sat down in the same room together in rational discourse on the subject. That may be worth more than any computer model—whatever the price.

FOUNDATION STUDY COMMITTEE

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CIO-AFL

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Legislature (Rep.)

Dunkle, Frank Helena
Legislature (Sen.)

Evans, Stan Libby
Mont. Assoc. of Secondary School Principals

Fasbender, Larry Fort Shaw
Legislature (Sen.)

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Vo-Ed Advisory Council

Heintz, Marvin Moccasin
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Div. of Home Economics, Mont. Vocational Assoc.

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McCallum, George Niarada
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McCurdy, Gregg Avon
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Mee, Maureen Butte
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Mitzner, Daniel East Helena
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Mont. Real Estate Board

Vance, Gladys Great Falls
Montana Congress of Parents & Teachers

Van Tuyl, Sharon Havre
Montana League of Women Voters

Wenaas, Harold (Dr.) Great Falls
Mont. Assoc. of School Administrators

David said he used to have a girl friend named Kelly who lived across the alley . . . but she moved.

His favorite team is the Baltimore Colts and he plays football and basketball himself.

He will gladly show you a picture he drew of his favorite rock group. Actually he finished only the three guitarists; the drummer is harder to do, he said, and will have to wait.

David is tolerantly saying cheese for the camera, althouh he says he doesn't much like cheese, nor is ice cream a favorite. Steak—that's the stuff that brings smiles.

He has a friend whose bicycle fell over in the middle of a mud puddle and David had to go get it for him. "It was wet all over, even the seat," David said.

"Do you want to see something?" he asks with genuine confidence you will be interested. He digs a scuffed leather football from a paper sack for your admiration. "You can hold it if you like."

David

A conversation with David

David is by many standards a pretty normal 11-year-old kid. He is handsome, athletic, outgoing, unafraid and trusting. His loves are those of many American boys—football, bicycles, food, Charlie's Angels.

But David is special. He is an educable retarded student at Central School in Helena. His charm and verbal ability almost disguise his disability, but for David, learning to write even his name took months of effort.

David seems truly happy in his special classroom in one of the venerable old school buildings of Helena. He was treated for communication disorders when he was four years old and his parents made the tough decision to put David in a "self-contained," special-ed classroom after a year of a traditional first grade put him under pressure he simply could not handle. He had started to make up imaginary friends to talk to. When he wasn't talking to them he was frustrated and silent about his school work.

An anecdote his father tells about him probably reveals much about David's attitude toward the special education program. David has several successful and athletic brothers and sisters. Recently over dinner he asked a high-school-aged brother if he was in special education. "No," the brother replied, "I'm not." "That's too bad," David said, "You miss the swimming class and Special Olympics too."

Literally everyone who works with David at some point in conversation notes that the reason he is so well adjusted must be traced to his parents. As John Fero, Central School Principal said, "They really have it all together for David. They accept him. They are open about his learning abilities. They treat him individually just as they have all of their children."

More than that, they are resolute in getting the most for their child. As far as they are concerned, special education has been the best thing to happen to David.

It is to their understanding and hope for greater awareness about the needs of all "special" children, we are indebted for these pictures and for this conversation with David.

Special ed:

The anxiety level of many a Montana educator soars as deadlines approach for laws requiring "free and appropriate" education for handicapped students.

The first implementation date for federal law 94-142 is Sept. 1, 1978, but since the rules and regulations implementing Montana's 1974 special education law were written to anticipate federal rules, 94-142 is essentially law in Montana today.

In a way, the law is a two-edged sword. One edge is highly honed, cutting quickly through any hesitancy or objection in gearing up for full services for the handicapped. The other edge has been dulled to protect the civil rights of the handicapped by preventing schools from discrimination in the screening, referral, diagnosis and placement of students.

What all of this means is that when a handicapped child knocks on the school door, he or she cannot be turned away because the school is not equipped to handle the student. What's more, those students must be served as much as possible in a traditional school setting. While those students are being mainstreamed, schools must exercise utmost care in diagnosis and treatment to avoid a law suit maintaining that a student was unfairly accused of being retarded, learning disabled or handicapped, or that a handicap was not properly diagnosed.

Fortunately, special education is not all that new for Montana. Although state-level administration has changed, Montana has supported regional and now contracted special education services in school districts for three years.

What is different is the exacting detail of the process in federal regulation governing local implementation and some new terminology and program design.

Hallmarks of the federal program are the development of an individualized educational plan (IEP) for each student and the idea of providing students instruction in the "least restrictive environment." That last catch phrase is another word for mainstreaming, but it allows districts to determine what is, in fact, the least restrictive setting and the best way to integrate its handicapped students.

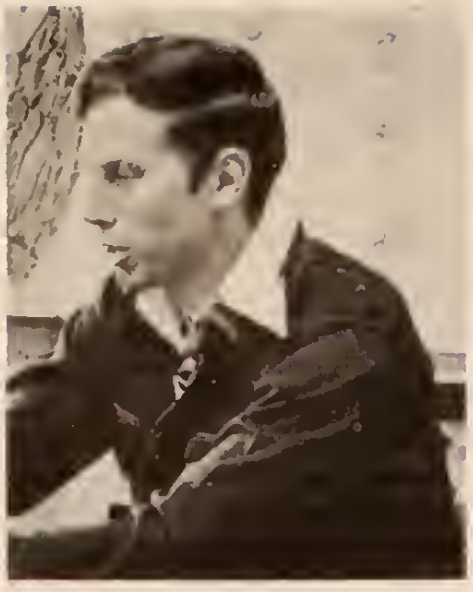
As far as the IEP is concerned, "That's just good education," according to Paul Spoor, Director of Federal Programs in the Special Education Unit of the state office; "It's the kind of planning and identification of learning goals good teachers have been doing for a long time."

Special education under its new rules and regulations may be a little different. It may be time-consuming. It may be expensive, but it is the law.

Montana Schools thought educators might like to see how one school system has been handling special education. Helena School District No. 1 has been in the special education business since 1955 and has a systematic and careful program its administrators feel complies with the new state and federal rules.

One statistic seems to be symbolic of the willingness of Helena teachers to treat special education as a vital part of the system's program to help all students. Last school year, approximately 2,000 referrals for screening were made from a student population of about 7,500 students K-12.

Katie Jacobson
David's Teacher & Team Leader



John Fero
Principal, Central School

Sandy Harvey
Speech Pathologist

Connie Skiftun
Child Psychologist

Gail Fitzgerald
Corrective & Adaptive
Physical Education Aide

"Getting the job done better than ever before."

According to Ken Kohl, Assistant Director for Special Services in the district, "About 98 per cent of those referrals come from teachers who let us know 'something is a little different about the way this student learns.'"

Once a teacher decides to ask for special attention for a student, a highly documented and cooperative process of identification and treatment begins.

The Helena process is as follows:

1. Referral is initiated by a teacher, counselor, parent, principal or agency. All referrals must be signed by the principal.

2. Contact is made with the parent regarding the referral. Contact may be personal or by phone and may be made by the teacher, principal or special services staff.

3. Referral is sent to the special services center for a case number and documentation. Each building already has a standing child study team which includes the principal, the appropriate classroom teacher, and special education personnel. Others are assigned at this point by the center in the area of suspected disability.

4. Initially, the resource room teacher is the team leader who makes calls, puts together paperwork and helps set up appointments until a case manager is assigned. The case manager is the person who has the greatest daily involvement with the child.

5. A notice of intent to conduct an evaluation is submitted to parents for their approval. Without it, not a step—including collection of informal or observational data—can be taken.

6. After parents "sign off," evaluation begins. Federal law requires that no placement can be made based upon only one instrument of testing. That means evaluations must be thorough.

7. The child study team reconvenes to review evaluation information and to prepare a rough draft of an individual education plan. Parents are consulted again. Here the rough draft of the IEP is reviewed and refined and parental approval of a final version is secured.

8. Instruction begins.

9. Evaluation is "on-going," to use the educational term. Specifically, rules require an annual review of the child's educational program.

The Helena special-ed staff suggested a few things to avoid what could become paperwork barriers to providing services. Where several professionals all on different schedules might be working with the same child, communication is critical. To keep in touch, the system maintains a log book in the principal's office on all the special education students in the school. Although raw data or material that might be misinterpreted by untrained personnel is filed elsewhere, all other relevant information is bound in the log book for the convenience of each person who has a need to work with the students.

As Kohl put it, "If we say more than 'hello' in the hall, we put it in writing. We keep minutes of all the child study team meetings. If a home/school coordinator talks to the student's parents, it is noted in the log. That way, it is there for those who work with the child to see what the others have done."

Technically, every student's program is finished in the spring and new one is started in the fall,

David's Parents

meaning the entire process of referral, screening, identification, evaluation and placement would have to be repeated yearly. To get the student right back into the program in the fall, the district policy is to conduct annual reviews in the spring. By getting the review out of the way then, one staff member rather than the entire child study team can sit down with the parents in the fall to go over the student's program. If the parents have not noticed anything during the summer to suggest a change in program, the student can begin special education service on the first day of school.

Perhaps the most important and yet intangible tool Helena has working for it is the district staff's positive attitude toward the whole world of special education—in spite of federal regulations.

Shirley DeVoe, Language Coordinator in the special services center, said, "If the feds came along today and said 'forget the regulations, go back to the way you used to do things,' I would still get parental permissions, I would still do an annual review of each kid's program, I would still go through the process on my own."

And Director of Special Services Roth, concluded, "Sure, paperwork and meetings get in the way, sometimes even to the point it keeps people away from the time spent one-on-one with youngsters, but now there is more parental involvement and more accountability. Above all, special education is getting the job done better than it's ever been done before."

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Montana Schools is distributed in the public schools and to the members of boards, associations and organizations concerned with education in Montana. Copies are available on request and comments are welcome.

SCHOOL FINANCE: $300 MILLION
Who pays the bill?

Who pays for schools? Is our school financed system fair to students and to taxpayers? Is it efficient?

Those are not easy questions for several reasons. Half a century ago, school finance was almost entirely a local operation. Now it is a system of district, county, state and federal contributions. There are general funds, special funds, voted portions of budgets and non-voted portions. There is equalization at the state level and there are rules and regulations attached to federal money.

State school finance is important because it is the vehicle for distribution of about $300 million. It takes the blame or praise for giving a child in Ekalaka similar educational opportunities to a child in Libby. It is the first place critics—including voters—turn to account for what goes on in schools.

It's worth thinking about and the way to start is to distinguish between two kinds of spending schools can do. They can spend from budgets school people make themselves for the general operation and maintenance of their schools and they can spend from special funds for specified purposes such as bussing and for construction of new buildings.

General expenses are paid out of what are called General Fund Budgets, which have two principle parts—voted and non-voted portions. The non-voted portion of a general fund budget is technically termed the Maximum Budget Without a Vote and is the backbone of the system.

The non-voted portion is a basic guaranteed amount schools can count on without going to their district voters. Non-voted portions are determined by schedules based on enrollment. These schedules are set in law and have preferences for the greater expense of running rural schools and for the greater expense of operating elementary schools as opposed to secondary within a district.

The maximum budget without a vote in turn has two principal parts—the State Foundation Program and the District Permissive Levies.

The foundation program is set by the legislature at 80 per cent of the non-voted budget and is one of the primary agents of equalization of spending among the state's schools. Counties receive some revenue from sources such as Federal Forest Funds and Taylor Grazing Reimbursements that are earmarked for schools. To this, each county adds an assessment on its taxable valuation of 15 mills for high schools and 25 mills for elementary schools. These efforts comprise county equalization. Where the county equalization program raises more than the foundation the state "recaptures" the excess for distribution to less wealthy counties.

Only six counties paid for or exceeded their own foundation program in 1975-76. So for most counties, the state makes up the difference with an equalization program of its own. State equalization comes from earmarked funds such as 25 per cent of the revenues from state income tax, 25 per cent of gas and oil royalties, 10 per cent of the tax on coal. There are several other sources of state revenue earmarked for schools as well as a legislative appropriation.

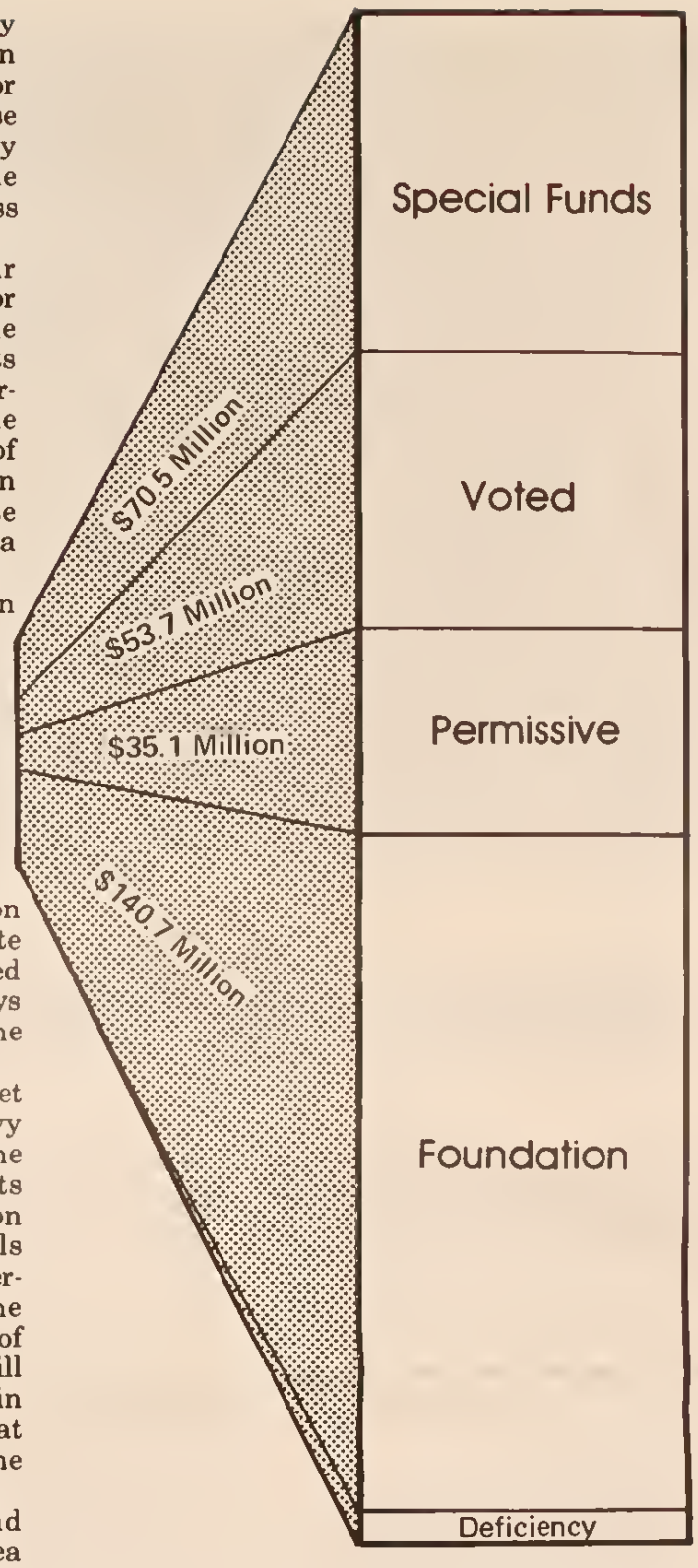
Occasionally, the state equalization program and the county equalization programs together fail to fund the state foundation at 80 per cent of the non-voted budget. When this happens the state employs a State Deficiency Levy to make up the difference.

The second part of the maximum budget without a vote is the Permissive Levy available to school districts to make up the remainder of the non-voted budget. Districts may but are not required to impose on themselves a levy of 6 mills for high schools and 9 mills for elementary schools. Permissive levies are partially equalized in the sense that districts can use only as much of the 6 and 9 mill assessment as is needed to fill out the 20 per cent of the non-voted budget in the permissive category and in the sense that if the 6 and 9 mills fail to earn 20 per cent, the state again makes up the difference.

The last building block in the General Fund Budget is the voted levy. This is an area where the district is totally in control. In fact, the foundation and permissive levies have not kept up with changing school costs to the extent that in 1976, 90 per cent of all high school districts and 70 per cent of all elementary districts sought voted levies. Voted levies are not equalized since no limit exists on how much local people choose to tax themselves.

Remember, the total of all school expenditures includes money spent from the General Fund Budget and from Special Funds. Special Funds include such vital areas of expense as transportation, building funds, contributions to the State Teachers' Retirement System and tuition. Each of these funds is a separate story. The retirement system is based on the direct cost to counties of all the retirement expenses of teachers in its various districts.

The transportation fund is built on complex formula allowing for district, county and state payments to the fund. There are 19 special funds in all and in 1975-76, special funds accounted for 31 per cent of all district expenditures.



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WHO'S NEWS

The English Journal, *a prestigious teachers' magazine in the language arts, has published a poem by June Billings Safford, creative writing teacher at Bozeman Senior High School. Safford was the only Montana teacher to be published in a collection of poetry submitted by teachers and students to the* **Journal** *last year. She has had her work published frequently in other Montana and regional publications.*

ON MAKING TUNA SANDWICHES BEFORE 7 A.M.

Some mornings
come packed in oily tin cans
a forkful of tuna
mixed with dumb drowsiness
the yawning day demands
for hungry mouths, who know
when it is twelve.

While the white flaky albacore
travels to school on the bus
those gull white mornings
a man sails out of his harbor

Oh, a peeled bark of a man
a mast in the sun
eyeing me for fork-tailed blue fins
bound as tides are, for safeways
in the mountains.

The tuna, too
whole and glint-eyed
sails out from his pacific currents
glistening silver
gouging furrows in the blue,
racing madly for my fork.

Ray Beck, Supervisor of Special Education, Great Falls, and Wally Berard, Associate Professor of Education, University of Montana have been invited to present a paper to the World Congress on Future Special Education in Stirling, Scotland in June.

Their jointly written paper is titled, "The Efficacy of Precision Teaching Procedures as a Means of Remediating Students With Learning Handicaps" and represents research in precision teaching during the last four years in Great Falls.

The precision teaching program there is direct and daily measurement of performance of elementary students working with a data-based curriculum of spelling, reading and mathematics.

Photo by Al Blockey

Carl Whitmore, Melstone, (center) was named School Bus Driver of the Year at the 1977 Montana Conference of Pupil Transportation. Whitmore and his wife accept the trophy from Don Waldron, Assistant Superintendent at Libby, who was elected chairman of the 1978 MCPT Conference to be in Billings July 11-15.

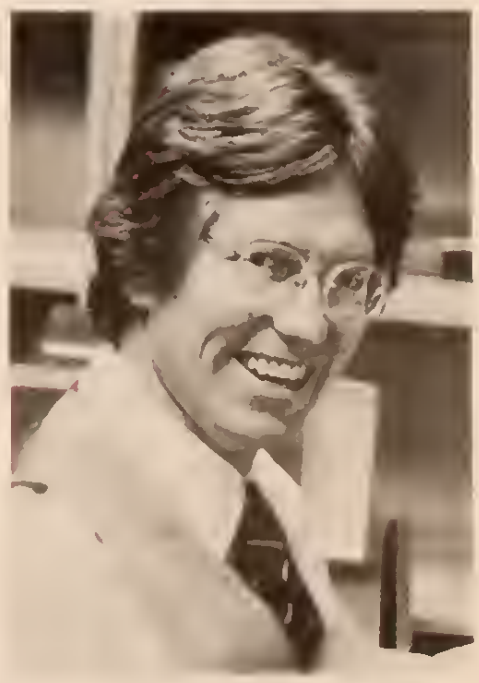
Whitmore also received a 25-year driving award. The citizens of Melstone submitted a petition in behalf of Whitmore for his services to youth of that community. Whitmore has been active in the School Bus Drivers' Association for many years and serves as a director of the yearly conference.

New OPI Staff

Carmen Taylor is the new Cultural Awareness Specialist in the Equal Learning division. Taylor worked in the Diversion/Intervention Project in Great Falls and has experience in three Upward Bound programs. Taylor is completing a masters degree from Montana State University.

Dan Black is an experienced radio and television man who comes to the Office of Public Instruction from a position in curriculum development at the Billings Career Education Center. His new title is Environmental Safety Consultant and he was able to join the staff in a position supported by the Highway Traffic Safety Division of the Department of Community Affairs.

Ron Lukenbill is the new Program and Staff Development Manager for the Special Education Unit. Lukenbill came to the office from the Developmental Disabilities Institute in Helena where he was Resident Training Specialist. He has a BFA from the San Francisco Art Institute, Masters degree from George Peabody University and is writing his dissertation for a doctorate from Peabody.



Paul Spoor is the new Federal Programs Director in Special Education. His previous experience includes work as Resident Graduate Assistant in the Bureau of Educational Research at the University of Denver. He has several years of teaching experience and advanced degrees from Colorado and Arizona Universities.

NEWSLETTERS

ARTS
IN EDUCATION

A Book That Puts It All Together

Coming To Our Senses is a May, 1977 report by the Arts, Education and Americans Panel, David Rockefeller Jr., Chairman. It is the most recent, comprehensive and in-depth report on the state of the Arts in the nation (communities and schools) today. Here are a few excerpts from the 300-page report.

*Dr. Graham Down, executive director of the Council for Basic Education said, "the Council has formally included the arts in its restatement of objectives. . . We believe the arts are a part—and a considerably fundamental part—of basic education."

*The Arts, properly taught, are basic to individual development since they more than any other subject awaken all the senses—the learning pores. We endorse a curriculum which puts 'basics' first, because the arts are basic. . ."

*Perception and communication—both fundamental learning skills—require much more than verbal training. And since the arts can send important nonverbal messages from a creator or performer to an observer, they are ideal vehicles for training our senses, or enriching our emotional selves, and for organizing our environment."

The report goes on to deal with the following: drama, visual arts, music, dance, media (film, video, and photography), creative writing, and arts as they relate to—elementary and secondary schools, teachers, artists, administrators, gifted and talented, college curriculum and teacher training; teaching methods, the community, the media, the federal perspective. Specific and practical recommendations are made.

What's Being Said Locally, Regionally, Nationally

"The Arts—experiencing, understanding and producing them—are a basic part of everyone's nature and perception/communication abilities." "The Arts are not 'sissy,' 'frills,' or 'peripheral' unless you think life and learning are also." "The Arts should be presented and experienced as: a) basic content courses b) teaching methods for other content courses."

What Do We Mean By The Arts?

The Arts in Education program in this office, deals basically with Art, Dance/Movement, Drama/Theater, and Music—The U.S. Office of Education's definition of the Arts reads as follows: ". . . the term 'the Arts' includes, but is not limited to, music (instrumental and vocal), dance, drama, folk art, creative writing, architecture and allied fields, painting, sculpture, photography, graphic and craft arts, industrial design, costume and fashion design, motion pictures, television, radio, tape and sound recording, the arts related to the presentations, performance, execution and exhibition of such major art forms and the study and application of the arts to the human environment."

The Five Sense Store

This is an aesthetic education program which offers planned learning experiences designed to increase a student's capacity "to use all the senses meaningfully and joyfully." It was developed primarily for use by the general classroom teacher for level K-6, (although good use has been made of it in junior high, high school and adult groups).

The program, which was developed over a ten-year period by professional educators and artists by the Central and Midwestern Regional Educational Lab, uses the arts—visual arts, language arts, music, movement and creative dramatics—as resources for exploring essential skills and concepts generally assumed as essential to the regular curriculum.

The units are titled: Texture, Arranging Sounds with Magnetic Tape, Shapes, Shape Relations, Shapes and Patterns, Examining Points of View, Creating Characterizations, Creating Word Pictures, Constructing Dramatic Plot, To Color, Rhythm/Meter, Relating Sound and Movement.

Each unit of materials includes a guide to general and specific objectives, evaluation, classroom management and step-by-step lesson plans, all necessary media materials in addition to all necessary students activity materials.

The Arts in Education program, Office of Public Instruction, has all these units available for workshops and reference purposes. For more information, please check the order coupon on this page.

Eastern Montana's Newest Arts Resource

The Custer County Art & Heritage Center, housed in the Old Miles City Waterworks on the banks of the Yellowstone river, was ready for its grand opening exhibit and reception July 31, 1977.

The purpose is "to provide a cultural and educational center for the area which could include display galleries, an art education center, and a working facility for persons of all ages and arts interests."

For more information contact Mark Browning, Director, Custer County Art and Heritage Center, Box 1284, Miles City 59301. Phone 232-0635.

Learning by Moving Photo by L. Wright

YOURS FOR THE ASKING

SEND THIS CLIP OUT COUPON ORDER TO: ARTS IN EDUCATION, OFFICE OF PUBLIC INSTRUCTION, STATE CAPITOL, HELENA 59601.

Name _____ Address _____

_____ Zip _____

- ☐ **Art Education**—Administrator's Manual, South Carolina
- ☐ **Art is Elementary** (K-12)—teaching visual thinking through art concepts. Utah publication. Information pamphlet available.
- ☐ **Artists in the Schools Program**—Montana programs information.
- ☐ **Arts in Education Questionnaire Results**—Assessment of Arts and Humanities Program, '77-'78.
- ☐ **Arts Statements**—Arts in Education statements made by the National Association of Secondary School Principals; National Association of Elementary School Principals; Council of Chief State School Officers.
- ☐ **Art Guide**—Charles Stablein, Bozeman. Information.
- ☐ **Coming to Our Senses**—Order information about this '77 Rockefeller Panel Report on Arts, Education and Americans.
- ☐ **Dance Montana**—Information brochure on program and classroom workshops.
- ☐ **The Education of Norman Nothing**—Keynote address at the winter regional inservice training workshops, Jan. '77, Billings.
- ☐ **List of paperback Arts books**—Recommended reading; order information.
- ☐ **Missoula Children's Theatre**—A Montana program; community/children's participation in theatre—performances and classroom workshops information.
- ☐ **The Five Sense Store**—Information on the aesthetic education program (teachers and student materials) developed by CEMREL, Inc. (see write-up on this page).
- ☐ **The Most Important Person**—Film and multimedia programs series for young children. Includes films, posters, teacher's guides, drama activity cards, puppets etc. Information sheet.
- ☐ **Regional Humanities Teaching Project**, Wyoming. Information on summer institutes (graduate credit) for elementary and secondary teachers and curriculum developers. Participants may then work in regional "portal schools".
- ☐ **Introduction of the Arts to the Community Brochures**—prepared by Jefferson County, Colo., a national model for Arts in Education. ☐ Art ☐ Elementary School Music ☐ Secondary School Music ☐ Jeffco Arts in Education Program (an interdisciplinary approach)
- ☐ **Work Experience Internship Program**—National Endowment for the Arts. Training program for arts administrators. Information and application forms available. **Application deadlines: Feb. 3, '78, May 26, '78.**

Funding For The Arts in Montana

Arts Survey—The Arts in Education program applied for and received a federal grant in the amount of $9,989 to conduct a Montana schools arts survey (K-12) in 1977-78. The survey instrument is being prepared and, if you are contacted, your help will be greatly appreciated.

Special Education—$20,000 has been allocated to Arts for the Handicapped. It is hoped that some of these monies can be used for inservice training and the bulk for projects in local school districts.

If Only We Had Some Money—Teachers and administrators have been heard to say "If only we had some money, we could improve our arts programs!" Did you know that federal monies are made available to your schools under the Elementary and Secondary Education Act, Title IV-C and Title IV-B?

Title IV-C is structured on a competitive proposal basis. Over the past few years, very few schools have written, submitted or been awarded arts (proposal) grants. Since the submitted proposals are judged on a competitive basis, it makes a well-developed and well-written one essential.

Incentive Grants ($500-$3,000). '77-'78—29 grants awarded: only one in the Arts. "Student Experiences in Weaving ($1,497), West Junior High School, Great Falls.

Innovation Grants ($20,000-$70,000). '77-'78—3 grants awarded: two in the Arts. "Special Education Pilot Project in Music Performance: Band. Titled, 'Great Expectations'" ($32,068), Great Falls Pub. Schools. The other project is "Out-Take" ($60,762)—a project designed to assist students in the improvement of their visual literacy and their communication. Bozeman High School.

Demonstration Site Grants ($30,000-$60,000) '77-'78, 4 Grants awarded. None in the Arts.

Adoption Grants ($2,000-$5,000) '77-'78—Four Grants awarded: none in Arts. **Deadline for applications is Jan. 6, 1978.** Come on and let's try for a fair portion of those monies for the Arts.

Title IV-B. Through this source Montana will receive approximately $482,037. Your administrator probably was informed in mid-September about your school's allocation. If you go to your administrator with requests for some of that money you might get it if the following guidelines are met.

Academic subjects include but are not limited to: Arts, Civics, Economics, English, Geography, History, Humanities, Industrial Arts, Mathematics, Modern Foreign Languages, Reading and Science.

More detailed information, forms assistance and consultation on Title IV or IV-C are available in this office from Bill Elliott, Laurelee Wright, Charolette Fjeld in the Title IV Program, or Bob Crebo and Kay Burkhardt, Arts in Education Program, Office of Public Instruction.

Learning by Doing Photo by L. Wright

A Lifetime Memory

Artists-in-the-Schools Program—For students to see artists at work—to talk with them, laugh with them, learn from them—can be a lifetime memory. Artists, alive with creativity, skills and a feeling of working with kids and their own potential, are available to your school through the Artists-in-the-Schools program.

Approximately 100 Montana communities, and most of the Indian reservations, will benefit from the services of this program during the 77-78 school year.

For information write the Montana Arts Council, 235 E. Pine St., Missoula or see the Yours-for-the-Asking coupon in this newsletter.

It's 3:30. Teacher, Do I Have To Leave?

A sixth grade teacher, who heavily uses the 'arts' as teaching methods for other content courses often hears comments like the above. She has noticed a rise in her students' self esteem, motivation, learning rate, test scores, and, in her principal's interest, attitude, support and pride.

We are in the process of writing and editing approximately 250 teaching methods/strategies using the 'arts' as one effective way of teaching other content courses. Some piloting in schools will start in January '77. Plans are to print them in file card form, color coded to content areas and suggested grade level use.

Learning by Playing Photo by L. Wright

Traffic and Safety Education

Motorcycle Rider Course Available To Montana Schools

The Motorcycle Rider Course (MRC) will be available to all interested school persons through their local Traffic Education Resource Cluster by Jan. 1. The Motorcycle Rider Course (MRC) offers the latest in teaching techniques and instructional aids for motorcycle safety educators. The MRC is divided into seven basic units—each covered in the full-color student textbook. The MRC combines classroom and on-cycle activities to make learning to ride an enjoyable and safe experience. The MRC is performance-based. Students learn through extensive "hands on" sessions how to operate a motorcycle safely—first at an off-street practice area—then in traffic under the supervision of an instructor.

The MRC has a complete Instructor's Guide. It includes such things as master schedules, tips on obtaining equipment and materials, and detailed motorcycle range specifications.

Four 16mm color films are included to help build student understanding of safe riding behaviors and motorcycle techniques. Two sound/filmstrips provide a basic knowledge of motorcycle parts and controls, before students begin riding. A third filmstrip covers motorcycle maintenance and operator insurance. Also, pocket-sized summaries for each on-cycle sequence allow the instructor to conveniently refer to the range layout, lesson content, and student activities while teaching on the range.

Should you not know how to obtain these materials through your local resource center, please contact Curt Hahn, Traffic and Safety Education Consultant in the Office of Public Instruction. You may call toll free at 1-800-332-3402.

Noteworthy Resource Materials/Products

(Announcement of these items should not be construed as endorsement or approval by the Office of Public Instruction.)

For Women Only

This is a five-page pamphlet which reviews some of the key safety tips women who drive alone should be aware of. It even includes a Breakdown Prevention Checklist. You can obtain a copy of this item by writing to its author: Pat Heydon, Traffic Education Supervisor, Fort Benton High School, Fort Benton, MT 59442.

The Smith System

The "Smith System" of no-accident driving was developed by Harold L. Smith, a specialist in driver behavior. The system includes five basic steps to improve driver seeing habits. The Smith System material available includes slides, tapes, filmstrips, posters, booklets, and self-adhesive dashboard reminders. For further information on items and cost, write to: "Smith System," 3235 Hancock Street, San Diego, CA 92110.

Drive and Survive Film

TRAFFIC SAFETY FILM—A 24-minute film entitled, "Drive and Survive" is directed to drivers of all ages. The film clearly reveals the four most important life-saving precautions all drivers should take to enhance their chances of survival on streets and highways. Highway Safety Films, Inc., 890 Hollywood Lane, P. O. Box 3563, Mansfield, OH 44907.

Emergency Driving Maneuvers

This package of materials has six silent, color film loops and an instructor's guide. It covers information on serpentine, evasive maneuver, controlled braking, off-road recovery, skid control, and blowouts. Cost $60.00. Available from: Film Loops, Inc., P. O. Box 2233, Princeton, NJ 08540 (609) 921-2020.

Certificate of Appreciation

Various qualities of Certificate of Appreciation plaques for your auto dealers are available at prices starting at $5.95. For further information and a free catalog, write to: Scheib Industries, Inc., 305 Hall Street, P. O. Box 244, Charlotte, MI 48813.

Driver Education Today

"Driver Education Today" is a 35mm filmstrip designed to inform, stimulate, and challenge citizens of your community to support quality high school driver education programs. Cost $39.95. Available from: Bumpa-Tel, Inc., P. O. Drawer A, Cape Girardeau, MO 63701, or a free loan copy can be obtained from Curt Hahn in the Office of Public Instruction.

Montana's 1976-77 Traffic Education Summary

For the period June 1, 1976 to May 31, 1977

The total number of schools eligible to offer a traffic education program—171.

The total number of schools offering a state-approved traffic education program—156.

The total number of 9th grade students eligible to enroll in traffic education—15,041.

The total number of eligible students who completed a state-approved traffic education program—13,405.

The total number of schools offering traffic education programs (a) during regular schools hours—102, (b) outside regular school hours—68, (c) summer school—63.

(a) The number of schools offering programs that exceed the minimum state requirements—76, (b) the number of schools that offer simulation instruction—35, (c) the number of schools that offer multi-vehicle range instruction—0.

The number of schools that charge a free during the (a) school year—33, (b) summer—40.

The minimum fee charged: school year—$5.00, summer—$5.00.

The maximum fee charged: school year—$40.00, summer—$40.00.

The average fee charged: school year—$20.69, summer—$22.44.

The mode fee charged: school year—$25.00, summer—$25.00.

The number of schools that grant credit for successful completion of traffic education—129.

The number of schools that use psychophysical testing equipment—70.

The number of schools that use the film series "To Get From Here to There"—132.

The number of schools that use: (a) closed circuit TV—1, (b) dial access—0, (c) video tape—17, (d) audio tape—25, (e) loop films—42, (f) filmstrips—118, (g) programmed materials—70, (h) 16 mm films and other—55.

The number of instructors teaching traffic education (a) full time—58, (B(PART TIME—275.

The number of schools that employ a traffic and/or safety education supervisor—24.

The number of schools that conduct a (a) pedestrian safety program—29, (b) bicycle safety program—46, (c) school bus rider/passenger safety program—52, (d) adult traffic education program—21, (e) traffic education program for the handicapped—27, (f) motorcycle rider course—11.

The number of schools that use Montana's current traffic education curriculum guide—155.

The number of vehicles used in Montana traffic education programs—378.

The number of traffic accidents involving traffic education vehicles—17. (a) The number of persons killed—0, (b) The number of persons injured—1.

The number of schools that conduct follow-up studies of students successfully completing traffic education—26.

The hourly rate paid traffic education instructors: (a) minimum $5.00, (b) maximum $9.00, (c) average $6.30, (d) mode $6.00.

The cost per pupil: (a) minimum $30.80, (b) maximum $365.15, (c) average $117.86.

This information was compiled from the 1976-77 Traffic Education Program Surveys completed by all schools conducting state-approved traffic education programs during the summer (1976) and the school year (1976-77).

Upcoming Traffic & Safety Education Events

Oct 17-20, 1977	National Safety Congress & Exposition	The Palmer House Chicago, IL
Oct 28-29, 1977	Northwest Region-ADTSEA Conference	Sheraton Airport Motel Portland, OR
Jan 9-20, 1978	Winter & Emergency Driving Workshop	Whiting Hotel Stevens Point, WI
Apr 30-May 1, 1978	Montana Traffice Education Association Annual Conference	Helena, MT
Aug 13-17, 1978	National ADTSEA Conference	Sea-Tac Motor Inn Seattle, WA
Dec. 4-8, 1978	Sixth National Conference on Safety Education	CMSU Warrensburg, MO

SafeTrailering Materials

Still available to American Driver and Traffic Safety Education Association (ADTSEA) members **without charge** is the Safe-Trailering Package developed by an ADTSEA select committee working in concert with U-Haul International.

Standard Transmission Vehicles and Driver Education

by **John W. Palmer**

In the past four years, a number of events, such as the energy crunch and availability of Driver Education vehicles, have forced many Driver Education programs to consider the use of standard transmission vehicles in their regular laboratory instruction. With a great deal of reluctance and reservation, stick shifts have been accepted as Driver Education vehicles. The dealers who are eager to supply this type of vehicle have been trend setters. With this in mind, the author decided to compile a list of questions that must be answered before the stick shift vehicle can be a successful part of any Driver Education program.

The following questions have been identified as being a significance when considering the inclusion of stick shift vehicles in high school Driver Education. The questions and suggestions that follow shouldn't be considered definitive since their purpose is to serve as a starting point for the readers own thought process.

What type of standard transmission vehicle would be most conducive for learning the basics of shifting?

The easiest and usually most available stick shifts to learn on are in subcompact vehicles. The fact that the vehicle is light and gear ratios are favorable make a good combination for instruction purposes. In addition, the transmissions are usually full synchromeshed and easy to manipulate.

What advantages and disadvantages do different types of standard transmission vehicles present?

Subcompacts: One advantage not mentioned above is the fact that subcompacts steer and corner easier than larger vehicles. In addition, this type of vehicle generally provides good gas mileage.

The larger disadvantages of subcompacts are in their carrying capacity and crash protection.

Compacts: Provide a good compromise between subcompacts and even larger vehicles. The main disadvantage is related to column versus floor shift locations. When the shift is located on the column it is more difficult to guide the students shifting, and makes it harder to maintain directional control. Since the shifting and steering patterns move on the same plane, beginning drivers have difficulty separating the physical movements of shifting from steering.

Intermediate and larger: Have good carrying capacity and easier entry and exit capabilities, but the weight and bulkiness make handling the vehicle more difficult. This type vehicle is less available and more expensive to operate in Driver Education programs.

Vans and Pickup Trucks: Have the same problems as intermediate, but have the added advantage of carrying capacity (vans) and specialty use (pickups).

What type of special equipment is necessary for safe and efficient learning in standard transmission vehicles?

The only piece of special equipment which might be necessary is an engine cut-off switch, but this is not essential to successful instruction. An instructor's clutch is not needed, and would be an unnecessary expense.

Which students would be allowed to use this vehicle?

The first step in answering this question is a thorough screening of your students' skill levels. A priority checklist can be used, and the student with the most "yes" answers would be the first selected to use this vehicle.

The six basic questions the author uses are: 1) Does this student have access and parental permission to use a stick shift vehicle? 2) Has the student ever driven any vehicle or vehicles that have manual clutches? 3) Has the student demonstrated cognitive knowledge of clutch function point and gear shift patterns? 4) Does the student have a high level of skill in steering, braking, and accelerating? 5) Does the student have the desire to learn this skill? 6) Does the student approach this situation as a learning experience and have the desire to learn this skill?

When in the learning sequence should students become involved with this type of vehicle?

This question's answer depends on the student's entry level skills. The first involvement can occur at anytime during the learning sequence.

What procedures unique to stick shift vehicles need to be established?

Following the typical procedural sequence, changes made in adapting the procedure will be noted and referenced to the normal sequence.

Pre-driving—special emphasis on seat adjustment for proper clutch usage and on shift patterns and gear selection.

Starting procedures—shift to N or R, depending on vehicle type and clutch instead of brake application.

Moving the vehicle—emphasize that the clutch starts the vehicle moving, clutch in for foot on brake, select proper gear, slowly release clutch to function point to move vehicle, quickly work up to desired gear.

Ceilings can be analyzed for asbestos

The Occupational Health Bureau of the Montana Department of Health and Environmental Sciences is attempting to evaluate the hazard posed by asbestos ceilings in school buildings throughout the state. *Montana Schools* reported in March that asbestos fiber is often found in materials used in schools built between 1950 and 1973. A ban on the use of asbestos fiber in construction went into effect on April 1, 1973.

The Bureau will accept for analysis samples of interior school building materials suspected to be contaminated with asbestos. These samples should be small—about one gram is sufficient—and should not contain any paint. The material should be placed in a plastic sandwich bag and mailed to the Occupational Health Bureau, Montana Department of Health and Environmental Sciences, Cogswell Building, Helena 59601. Include the name and address of the school submitting the sample as well as the location and area from which the sample was taken, e.g., room number, wall, floor, ceiling, etc.

The analysis is a continuing, free service. Persons who wish additional information should contact William Hooper, in the Department of Health, phone 449-3454.

Free for you

Free copies of the Mayflower Compact, an agreement to form a "civil body politic" in the colony proposed by the pilgrims during their 1620 voyage, are available from the Society of Mayflower Descendants, Horizon Lodge, Box 306, Conrad 59425.

The compact is considered the first instrument of democratic government in the United States. Teachers and administrators may order up to one copy per pupil.

Media program prize

A $5,000 prize for the most outstanding achievement in providing exemplary media programs at the elementary level is being offered to school systems submitting applications for the 1978 School Library Media Program of the Year.

The awards program, in its sixth year, is cosponsored by the American Association of School Librarians and the Encyclopaedia Britannica Companies. It succeeds the EB School Library Awards given during the decade 1963-72.

Top winner of the 1977 competition was the Los Alamitos, Calif. School District. Missoula Public Schools received a National Finalist Citation in the 1975 School Library Media Award Program.

The 1978 awards will be made during National Library Week, April 2-8, and as many as five other school systems also may be cited for the quality of their elementary media programs. Any school system—public, private, or parochial—is eligible to apply.

For application forms, write to Monica Kittock-Sargent, Library Media Consultant, Office of Public Instruction or the American Association of School Librarians, 50 East Huron Street, Chicago, Ill. 60611. Completed applications must be submitted to the Office of Public Instruction no later than Nov. 14.

YMCA Youth & Government available

Model government is not exactly new to high schools, but the YMCA Youth and Government program may offer more model government activities to more students than some programs.

In its ninth year in Montana, YMCA Youth and Government is seeking broad and energetic student participation for, as a recent release put it, "taking the mystery out of government" for students.

According to Randy Rabenstein, Program Director of Helena YMCA, "It is the nearest thing to the actual legislation currently available to high school youth. students learn to convert their ideas for change into law during the crucial years before they are eligible to vote."

Since only five Montana communities have YMCA's, the program is open to all youth and government clubs, usually guided by high school social studies teachers or administrators and with the assistance of local attorneys and legislators.

A statewide committee for the guidance of Youth and Government includes legislators, a State Supreme Court Justice, the Superintendent of Public Instruction and community leaders from several backgrounds.

More information is available from Rabenstein, c/o Helena YMCA, 1200 N. Main, Helena 59601.

Grants available

School districts whose enrollment includes students of at least ¼-blood Indian, may be eligible for grants under Title IV of the Indian Education Act.

Bob Parsley, Manager of the Division of Indian Education in the state office, can provide more information. You are encouraged to use the toll-free hotline, 1-800-332-3402.

Co. Supts. Aid Local Trustees

The county superintendent of schools does more than supervise the rural schools of Montana. By law he or she is charged with duties involving school districts within the county. The following article by Leane Langemo, Dawson County, deals with one aspect of those duties.

Administrative Duties Involving Trustees

The role of the county superintendent in relationship to the trustees is one of administrator, adviser, accountant and assistant. (I did so want to say analyst.)

Section 75-5805 of the R.C.M. which states the powers and duties of county superintendents includes the following acts or duties which the county superintendent shall perform:

determine, establish and re-establish trustee nominating districts and fill additional trustee positions in accordance with the provisions of sections 75-5903, 75-5904 and 75-5905;

administer and file the oaths of members of the trustees of the districts in his county;

fill by appointment any trustee position vacancies when required under the provisions of section 75-5918;

for districts which do not employ a district superintendent or principal, recommend library books and textbooks selections.

Section 75-5807 which lists other powers and duties states: "The county superintendent shall have the power and it shall be his duty to . . . hold meetings for the members of the trustees from time to time at which matters for the good of the districts shall be discussed." This could include such matters as: new legislation, school board philosophy and policy, accreditation standards, teachers' salaries and other shared concerns.

Another area where county superintendents assist trustees is that of school supervision and teacher evaluation. Section 75-5808 reads: "The county superintendent shall assist the trustees of any district that does not employ a district superintendent or principal with the supervision of their schools by:

VISITING EACH SCHOOL OF THE DISTRICT AT LEAST ONCE A SCHOOL YEAR (standards of accreditation now call for a minimum of two days per teacher per year) while pupil instruction is being conducted to observe the instructional methods, ability of the teacher, progress and discipline of the pupils, and the general conditions of the school;

special visits to the schools on request of the trustees;

consulting with the trustees on all school matters that may be found during the observation of the school or may otherwise come to the attention of the county superintendent."

School elections are another activity where the county superintendent works closely with the trustees. Not only does he provide materials in conjunction with the clerk and recorder, but he also provides assistance and supervision in trustee elections as well as special levy, bond, site and consolidation and annexation elections.

The county superintendent gives the trustee the necessary figures for preparing a budget. During the month of March he completes parts of the budget forms by providing information about the last completed school year and estimating the maximum amount available for the general fund budget based in ANB figures available. His advice is often asked on anticipated expenditures and whether a voted levy is needed in order to provide a basic quality education for the pupils of the local district. It is the county superintendent who sets the levies for the district taxes to bring in money to operate the schools.

Educators will assess student progress & curriculum

Montana educators will meet Nov. 4 at Fairmont Hot Springs to convene the state conference of the Association for Supervision and Curriculum Development.

The conference theme is the issue of the evaluation of student progress and curriculum in terms of economic literacy as seen by the business community.

Symposium participants include Gordon Cawelti, Executive Director ASCD; William H. Porter, American Chemet Corporation; Dr. Eric Strohmeyer, Montana State University; Dr. Ray Beck, Great Falls Public Schools; and Ed Eschler, Office of Public Instruction.

These presentations are designed to be of interest to classroom teachers, principals, curriculum people, and central office administrators.

Where there's smoke there's fire

Smoke detectors save lives

What would happen if a fire broke out in your home while you and your family were asleep? Probably not all of you would survive, and most of your home would be destroyed. Most home fire deaths occur between midnight and 6 a.m. while most people are sleeping.

Providing a smoke detector in each level of a home can greatly reduce the odds of a fire death in your home. Approximately 93 percent of all fire deaths in buildings occur in the home. Tragic stories constantly remind us of people who died because they had no warning of a fire.

The National Fire Protection Association and the National Bureau of Standards report that detectable quantities of smoke precede heat in nearly all fires. Fires that develop slowly and smolder seldom increase the room temperature, but they nearly always release toxic gases. Many home deaths result from slowly developing fires.

Tests by the National Bureau of Standards found that heat detectors have little life saving potential even when located in the room where a fire begins. They failed to respond to most fires "in time to allow escape," and when they did respond they were slower than smoke detectors located some distance from the fire.

There are two basic types of smoke detectors: Photo-electric—which reacts when smoke scatters a beam of light sealed inside the unit; and Ionization—which alarms when smoke interferes with the flow of electric current in the sensor.

Smoke detectors operate either on house current or on batteries. House current detectors operate as long as they receive electricity. The chances are unlikely that electricity in the home will be disrupted. Battery powered units are independent of electrical systems and need not be installed near an electrical outlet. Batteries usually last one year and detectors have a built-in warning signal that goes off when the batteries need be replaced.

Buy only detectors that bear the Underwriters Laboratories (UL) Label.

Every new detector comes with instructions on proper installation and maintenance. Follow these instructions carefully to insure that the detector is effective. A smoke detector installed outside each bedroom area and at the top of each stairway leading to an occupied area will provide basic protection for the average home. At least one detector on every floor level of a home will provide more than 3 minutes of warning to escape 90% of all home fires. If you sleep with your bedroom door closed, a detector might be installed inside the bedroom

Most single smoke detectors cost from $20 to $40 depending on their features. For further information contact your local fire department, Fire Service Training School, or the State Fire Marshal.

Fort Benton students explore World of Work

"I've learned to appreciate what my parents have to go through to earn a living. I understand their frustrations better now." Unique words for a 9th grade student? Not in the Fort Benton School District.

Believing that each child, kindergarten through 12th grade, should have the opportunity to explore and develop social, emotional and vocational interests, the Fort Benton Elementary School District began developing a program in 1973 to meet that philosophy through an ESEA III grant.

Today, Preparation and Counseling for the World of Work is a nationally validated ESEA IV Demonstration Project, and is funded to maintain training capabilites for other Montana school districts wishing to adopt this successfully proven project.

Fort Benton parents whose students have experienced the project say that their children apply their new awareness to all types of occupations. For the first time, many students are learning to understand why their parents might be disgruntled after working for eight hours and then having to work another four hours after dinner. "I'm going to work at something I like, and money isn't everything," was the comment of one student who spoke for many.

Rather than considering elementary school as a place apart from the world of work, the Fort Benton Elementary School brings work into the classroom, allowing students to gain firsthand experience in various career areas, and to learn more about themselves and others in the process.

Students say that the project has changed the way they think about teachers and certain courses. For instance, teachers gathering firewood for a hot dog roast or up to their elbows in silkscreen ink somehow seem more approachable.

Through the use of minicourses developed by the project, Fort Benton students, K-6, become aware of more sophisticated concepts such as while cultural and economic backgrounds affect career choice, supply and demand also affect the choice of careers that are available. More importantly, students realize that all work has its own dignity. Each student participates in eleven minicourses which include over 100 activities. The minicourses range from arts and crafts to assembly line to outdoor living and personal banking. Students are assigned activities such as the construction and use of a greenhouse hotbed as part of the horticulture minicourse. Other minicourses include culinary arts, woodworking, photography, and lettering and layout.

Each unit is introduced to a class by either Pat Flanagan, the elementary school counselor, or Dave Parcher, the art instructor, both of whom originally had the responsibility for the entire teaching and counseling of the project. With the class, they discuss jobs skills and clusters (groups of job families) which the students will learn while working in that minicourse. Most activities are now taught by the homeroom teacher with assistance from high school aides.

All ESEA photos by Laurelee Wright

careers & classrooms mix

As activities are completed, Flanagan relates them again to careers and job skills. He also conducts individualized counseling sessions and regularly scheduled group counseling. In this way,

students are provided with opportunities to evaluate their experiences so that they may learn to better understand themselves and their abilities.

Stating that "it is vital for a good career education effort to infuse career education into the regular curriculum, " OPI Career Education Consultant Pat Feeley is particularly pleased with the fact that each homeroom teacher follows up the minicourse experience by integrating career concepts into basic classroom curriculum. For example, math teacher Elsie Gerkie will relate the recently experienced outdoor living minicourse to math through the budgeting of food supplies that a homemaker would need, or measuring physical properties—skills a surveyor would need. John Lulf, language arts teacher, will have his students write about their experiences, either through poetry or perhaps through a news article.

Career education in Fort Benton doesn't stop here. In the 7th and 8th grades, students explore careers through Education for Investigating Careers (EFIC), another minicourse program in which students choose a minimum of 5 out of 13 yearly course offerings.

Ninth grade students learn more detailed occupational information in their first semester. Through the second semester self-awareness course, freshman students learn to understand their personalities and characters, and develop self-confidence through a sense of belonging to their world.

It's all making a difference. Roger Pugh, high school counselor, believes Fort Benton students are much more career-oriented than most high school students. They're

also able to use all of the career education materials and references with ease. Two other positive aspects have been an increased use of guidance and counseling services by students and teachers, and a sharp decrease in disciplinary cases.

What can the Fort Benton ESEA IV Demonstration Project do for other schools? During the 1977-78 school year, there are openings for four school districts to be trained in the Fort Benton career education project. Training will be done mainly by Parchen and Flanagan, although the elementary school teachers will be valuable resource people. Feeley noted that adopting schools will find the project easily adaptable to their own curriculum. Adopting teachers will be trained in the use of the minicourses. They will also be aided in constructing minicourses designed to utilize their own specialty areas.

For schools wishing to adopt the ESEA IV project either this year or next, they can be funded for adoption costs (substitution, travel, per diem etc.) through ESEA IV. For more information, write or call Pat Flanagan, Project Director, Fort Benton Elementary School, 1406 Franklin, Fort Benton 59442 622-3721.

There are three other ESEA IV Demonstration Projects in Montana which schools may adopt. "Ah-Nei—The Special Classroom" involves use of the Ah-Nei Environmental Education Study Area. The site serves as an outdoor laboratory for student investigation and teacher training workshops. Susan Clendenin is the Project Coordinator, Billings Public Schools, 101 10th Street West, Billings 59102 248-7421.

"Programming for the Gifted and Talented—PACE" helps school districts develop effective programs for gifted and talented students. Write or call George Camp, Project Director, Washington Elementary School, P.O. Box 2428, Great Falls 59403 791-2276.

"Remediation of Children With Learning Deficits Through Precision Teaching: The Sacajawea Plan" is a set of measurement procedures that focuses on direct and daily measurement of academic and social behavior, as well as prescribing remediation. Ray Beck is the Project Director, Great Falls Public Schools, P.O. Box 2428, Great Falls 59403 791-2270.

Information about these projects and ESEA IV may also be obtained by writing or calling the ESEA IV Division, Office of Public Instruction, Capitol, Helena 59601; Education Hotline 1-800-332-3402.

Christmas Seals include Mont. painting

A Christmas painting by a Montana child in grades K-3 will be selected to represent Montana on the 1979 sheet of Christmas Seals.

Six paintings will be selected Dec. 20, by the Montana Lung Association to be sent to New York where the final choices are made. The 1977 Christmas Seal paintings were done by students in 1975. Montana's painting is by Shane Kenfield of Rudyard. The painting to be published in 1978 is the work of Ricki Jones of Libby.

The Lung Association also would like to advertise some of its instructional material. A 35-minute program presented by an Association staff member to levels K-3 includes a nine-minute cartoon film on smoking and a "No-smoking Coloring Book." The presentation is called "Octopuff and Kumquat."

A 45-minute slide presentation called the "Respiratory System and Smoking" has been prepared for audiences from the fourth grade through adults. The Lung Association asks schools to provide a four-week notice when requesting speakers.

Christmas Seal paintings and requests for information or presentations should be sent to the Montana Lung Association, 825 Helena Ave., Helena 59601.

Fluoride rinse programs

Dr. A. J. Terrill, Chief of the Dental Health Bureau, Montana Department of Health and Environmental Sciences, Helena, is available to assist elementary school personnel in the development of fluoride mouth rinse programs in communities with non-fluoridated water supplies.

Children who participate in the program, with parental permission, rinse their mouths once a week with a 0.2% sodium fluoride rinse. Some studies indicate that a 20-50% reduction in tooth decay among children may result from rinse programs. Cost of the program is approximately 50 cents per child per year.

Although the Dental Health Bureau does not have funds to underwrite fluoride rinse programs, Dr. Terrill can offer suggestions for finding resources at the local level.

Persons interested in initiating a fluoride rinse program are encouraged to contact Dr. Terrill. His phone number is 449-3429.

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FROM THE SUPER-INTENDENT

GEORGIA RICE

This issue of Montana Schools contains articles which provide for you the latest information on two important educational concerns in Montana - school finance and special education.

The delivery system of state dollars to local school districts is presently under study by a committee of Montanans who share the belief that improvements can be made and alternatives examined in distribution of state funds to Montana schools from the state level. With an annual distribution of approximately $300 million, state school finance in Montana is definitely "big business" and merits careful scrutiny for its efficiency and equitability.

The original study which established the foundation program was completed in the late 1940's with substantial changes made by the 1963 legislature. Since Montanans spend approximately five to eight per cent of their incomes for public schools, it is inperative that an equitable delivery system exists for these educational dollars from Montana tax-payers.

Special education services for Montana students have made a smooth and complete transition from the state to local level largely due to the tremendous cooperation and dedication exhibited by school administrators, school boards and special education personnel. Montana now has eleven regional service sites at Belgrade, Billings, Chinook, Conrad, Deer Lodge, Fort Benton, Glendive, Kalispell, Lewistown, Missoula and Townsend serving approximately 17,000 students. We hope through these services to provide appropriate educational access for Montana students requiring special education services.

New address for Education Service Representative Jim Palmer: P. O. Box 3836 Missoula, MT 59801 728-3248

'78 Calendar '77

Conference dates changed due to Easter holiday:

—State FHA Conferenee, U. of MT, Missoula will be March 19-21.

—OEA State Leadership Conferenee, Kalispell will be April 6-7

Nov

Nov. 1	Pioneer Day
4	Assoe. for Supervision & Curriculum Development Fall Meeting - Fairmont Hot Springs
8	General Eleetion Day
8-11	Nat. FFA Convention - Kansas City, Mo.
11	Veteran's Day - State Observance
14-16	Montana Assoc. of Student Counells Convention - Billings
14-18	Ameriean Education Week
14-20	Nat. Children's Book Week
24	Thanksgiving
23-26	Nat. Counell of Teachers of English Convention - New York, N.Y.

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